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ABSTRACT

This paper describes a survey, of 51 rural schools in Illinois, that was conducted to gather information on English and language arts teaching in rural areas. Following an introduction to the rationale and methodology of the survey, the paper discusses the results of the survey in the following areas: (1) the rural community, including community and school priorities, students' out-of-class activities, the effect of community norms on English teaching materials, and the community's expectations of the English teacher; (2) the English department, including teachers' responsibilities, number of courses requiring preparation, the availability of library and audio visual materials, and salaries; and (3) the organization of the curriculum, including the teachers' role in developing curriculum materials, the number of years of English study required for high school graduation, and curricula for exceptional students. Extensive tables of the survey results and a copy of the questionnaire are appended. (HTH)

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Rural School Survey on English Teaching in Illinois, 1980

Leona Blum

National Council of Teachers of English

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INTRODUCTION TO THE SURVEY

The late 1970s have seen a resurgence of interest in the rural population and rural education. The focus has been on several factors: declining enrollments, the population turnaround, and the increased importance of federal funds for the local systems.

Declining enrollments between 1971-1976 resulted in the elimination of 1,000 school systems and almost 3,000 elementary schools nationwide (Grant). Nowhere has this trend posed a greater threat than in small towns and villages. Consolidation of school districts in the name of economic efficiency and equality of education has long been in direct conflict with the small community's desire for local control, stability, and continuity (Burlingame). Since 1930 the effect of rural school consolidation and district reorganization has been to reduce the number of schools drastically through legislative mandate or financial incentives. The change has been an "externally instigated and imposed reform" (Sher and Rosenfeld, p. 30).

The population turnaround first reported by Calvin Beale in 1974 was confirmed by the U.S. Department of Commerce in 1978. At that time the population increase in nonmetropolitan areas was 9.3 percent compared with 5.3 percent for the metropolitan areas (U.S. Department of Commerce, 1977). The shift has potentially far-reaching consequences for those rural areas most involved. Within Illinois the increase has occurred in 37 counties out of 102, and that increase is within the 0 to 19 percent range (Ross and Green, 1979). The movement into the rural areas is expected to continue and will almost certainly complicate decisions based on enrollment projections.

Proportionate allocation of federal funds that fairly reflects urban-rural differences in both revenue generating and sharing is increasingly a matter of concern for the rural segment. For example, services and programs mandated by the state frequently are impossible for the small rural school to provide.

"State guidelines and regulations for services such as guidance counselors, reading specialists, and science programs are established as universal ones, so that schools of fifty pupils are sometimes required to have the same services as schools of five hundred. Yet, the state is generally unable to help the small, isolated district acquire mandated services that the district economically and logistically cannot maintain independently" (Sher and Rosenfeld, p.52).

Decision makers have been hampered by a paucity of national and state data for the rural segment. Historically, the statistics-collecting agencies at federal and state levels have not broken out the rural population with a separate designation. Currently, attempts are being made to alter the designations under which all rural data are defined and gathered. This effect coincides with the renewed interest in rural development and contributes to the expansion of the rural education data base.

Survey Design

This survey describes the current status of the English/Language Arts classroom in rural Illinois. The main areas of interest are the English department, the English curriculum, the teacher, available facilities and resources, and community characteristics as they relate to the school. The survey explores these areas with questions adapted from previous studies of the English/Language Arts classroom. Whenever possible the original wording from previous studies was retained. Some questions were designed specifically for application to the rural sector.

The questionnaire was directed to the principals of the school as the most likely source of information for the variety of questions being asked. (Because of the small size of rural schools chosen for this survey, English department heads would be rare.) The preliminary version of the questionnaire was reviewed by the NCTE directorate (Robert Hogan, John Maxwell, and Charles Suhor) for language and appropriateness of questions. Their comments were considered when

the final version of the survey was prepared (Appendix A). Supported by the National Council of Teachers of English, the survey was sent from NCTE headquarters during January/February 1980.

Previous English/Language Arts Research

During the 1950s and 1960s, five studies of the English/Language Arts were conducted. J.N. Hook's (1961) study concerned high school English departments that had produced finalists in the NCTE Achievement Awards in Writing Program. The two reports from the Committee on National Interest (Squire, 1961, 1964) were general in nature. The National Study of High School English programs by James Squire and Roger Applebee (1968) studied outstanding programs in English. The latest study, by Arthur N. Applebee, A Survey of Teaching Conditions in English, 1977, surveyed general conditions with a special look at teacher load; the Applebee (1977) survey served as a model for this study.

The lack of identification of rural schools in these previous research projects makes it impossible to use their findings. Nevertheless, the random sample in Applebee (1977) and the outstanding schools in Squire and Applebee (1968) can be used for comparison of rural schools and schools in general.

Definition of Rural High School

One of the major problems in gathering rural data is the proliferation of definitions of what constitutes a rural area and, by extension, a rural school. The five basic U.S. Census Bureau population-based definitions of rural and leading educators' definitions of a rural school were examined to arrive at a functional definition of a rural high school for this survey. Of the five population-based definitions (rural nonmetropolitan, expanded rural nonmetropolitan, census rural, nonmetropolitan, and combination rural), the expanded rural nonmetropolitan had the most application for this survey. It is defined as "All farms, open countryside and places of less than 10,000 residents outside Standard Metropolitan Statistical Area (SMSA)." James Bryant Conant defines

small high schools as "those with graduating classes of less than one hundred students" (Conant, 1959). Jonathan Sher, formerly education director for the National Rural Center, says that a rural school is any high school with a graduating class of fewer than 100 pupils and any elementary school that supports no more than the equivalent of one classroom per grade level. Sher also prefers the expanded rural nonmetropolitan definition of rural (Sher, 1977).

Because Illinois is a highly populated state and its residents have the mobility that an extensive interstate and state highway system makes possible, the sample for this survey was restricted to the narrowest definition in order to intensify the rural characteristics of the high schools sampled. The operational definition for the schools in this survey is, "A rural high school is outside of the U.S. Census established Standard Metropolitan Statistical Area and has a graduating class of less than 100."

Sample Selection

Working from a list of the Illinois High School Association of Class A schools, it was determined that 353 schools in Illinois had a total enrollment of 400 or less. The probability was good that these would have graduating classes of 100 or less. The location of the schools was checked against a map for proximity to an Illinois Standard Metropolitan Statistical Area. A week before mailing the survey, a letter was sent to 100 principals--by name--explaining the need and the importance of the survey and urging cooperation in its completion. The survey was mailed with a reminder memorandum, a prepaid envelope, and an offer of a copy of the results as an incentive to return the survey.

Of the one hundred surveys mailed, fifty-three were returned by the deadline. One of the fifty-three schools exceeded the enrollment number and was dropped from the analysis. Another school, a suburb of a Missouri metropolitan area, was dropped from the analysis also. Thus, fifty-one surveys were tabulated; response totals are indicated on the individual tables given below. Since a principal

sometimes would not respond to an item on the questionnaire, the totals on the tables vary.

Sample Descriptions

From the responses to Part One: School Description, a composite rural Illinois school can be sketched. This average school serves an area of 103.6 square miles. The population of the nearest village, town, or city is 1,478 people. Fifty-six percent of the families of the students are engaged in agriculture or agriculture-related occupations. The average school population is 244, predominately white students.

Table 1 compares the characteristics of the rural school to the schools in the Applebee survey and the Squire and Applebee survey. The lower figure for the rural students who continue on to a two-year or four-year college should be considered in the light of the additional 8.7 percent of rural students who continue their education in a vocational or technical school. The total of these two categories for the rural student is almost equal to the percentage continuing in higher education in the Applebee study. A very low percentage of the outstanding schools in the Squire and Applebee study was located in a small town or rural area.

THE RURAL COMMUNITY

Much more than the urban schools, the rural school is a part of the community in which it is found. "Rural Schools do not exist in a vacuum. They are an integral part of rural communities and rural society and are affected by the forces at work within and upon rural society" (Moe and Tamblyn, 1974, p.1). For this reason some questions were shaped to look at community priorities for the schools, students' activities outside of school, and community expectations of the teachers.

Priorities

Table 2 indicates the principals' perceptions of what their community's

priorities are for the school. Because of the inconsistent number of responses to the question, a weighted total cannot be drawn. The top three priority items are clearly order and discipline, student achievement, and athletic teams. Space on the questionnaire did not permit a definition of student achievement, so the responses could mean success within the school or success on a wider scale (e.g., SAT socres).

Student Out-of-Class Activities

Table 3 must be interpreted with great caution because, unlike a similar question in the Squire and Applebee survey, the students did not indicate their typical after-school and evening activity. Rather the principals were asked to "indicate to the best of their knowledge" the typical activities for the students' out-of-school time. The weighted totals place school athletics at the top of the list which is understandable in light of the isolation of rural communities and the importance placed on athletics by the community. In the Squire and Applebee survey, the twelfth grade advanced students listed their activities in the following order of priority:

1. studying or reading
2. school clubs
3. watching television
4. employment at home
5. clubs outside of school
6. school athletics
7. employment away from home

English Materials

Since rural communities hold a self-image that is different from urban areas (and other rural areas), the question of English materials reflecting rural values, aspirations, and interests seemed an important one to ask (Table 4). The majority of the responses, 69.4 percent, indicated that the materials occasionally or often reflected the rural values, aspirations, and interests of the community. No effort was made to ascertain whether this result indicates the cosmopolitan influences of television and nearby cities or a conscious effort to provide such materials.

The Rural Community and the English Teacher

Given the integrated nature of the rural community and the school, teacher involvement in the community and the distance the teacher lives from the school were thought to be possible factors in both the type of teacher attracted to a rural school and the stability of the English department. Forty-eight percent (Table 5) of the schools occasionally or often expected a teacher to live in the immediate community. Even stronger (60 percent) is the expectation that the teacher attend athletic and other school events occasionally or often. The desire that teachers bank and shop locally probably is based on the economic advantage of keeping tax dollars circulating in the district that generated them. Only 36 percent of the responses indicated that this pattern was occasionally or often expected. However, the requirement that teachers live in the immediate community (a high percentage response) would serve the same purpose. Low interest was expressed concerning teachers attending PTA meetings or visiting homes of students.

Teachers travel an average of 11.26 miles to school (Table 6). The fact that 46.2 percent live within five miles of school indicates that many are a part of the community within which they teach. In some rural areas even the additional 16.8 percent of teachers who live within 10 miles of school would be considered a part of the rural community that the school serves.

THE ENGLISH DEPARTMENT

The number of teachers of English who are teaching within their major provides a rough measure of preparation for the subject they teach. Table 7 indicates that the vast majority of English teachers in the rural schools have a major in their field and almost all of the others have a minor. The preparation of the rural English teacher compares favorably with the earlier study by Squire and Applebee and the random sample from Applebee. All of these studies leave unanswered questions about the quality of the training received and whether the teachers thought they were adequately prepared for teaching in a rural school.

The picture changes when we look at the highest degree earned beyond the bachelors. In this respect the teachers in the Squire and Applebee study and the Applebee study are much more thoroughly trained, with 37 percent and 20.6 percent respectively more teachers with advanced degrees. The rural schools also show a low percentage of teachers taking some inservice training through college courses or through attending local, regional, state, or national meetings of English teachers. Table 9 summarizes and contrasts the results of the rural principals' responses with the earlier studies. It should be kept in mind that there is no way of determining whether the same teacher is taking a college course and attending a professional meeting.

A collection of professional books and journals is maintained for the teachers by 73 percent of the schools. No questions were asked to determine the size or currentness of the collection.

Number of Preparations

Forty-four percent of full-time English teachers were reported to have more than two different preparations (more than two grade levels or two courses) a day. In the Applebee random sample, all of the teachers in small schools (500 or less) had more than two preparations per day as compared to 62 percent for large schools. A possible explanation of this low percentage of multiple preparations for the rural school teacher is the large number of part-time English teachers in the rural schools. Of the 139 teachers on which data were returned, 26.6 percent were part-time English teachers. Their availability--either by being assigned across disciplines or being hired on a part-time basis--may absorb the extra preparations.

Responsibilities of English Teachers

The number of preparations plus teaching load gives only a partial picture of the responsibilities of an English teacher. In addition to meeting expectations of involvement in the rural community, the English teacher traditionally

is asked to sponsor the yearbook and the newspaper, stage the plays, and work with the speech clubs. The newspaper was not expected to be a major out-of-class responsibility because the size of the schools would not warrant a newspaper. The responses to the rural survey showed that only about 12 percent of the schools had the newspaper assignment as compared to 80-85 percent of the schools in the other studies. It is tempting to speculate that the rather high figure for rural teachers who are paid for chaperoning duties reflects either the community's strong desire for order and discipline or its recognition of the inconvenience involved in asking teachers to return from some distance to meet this responsibility.

As befits the small scale of these rural schools the percentage of teachers assigned to corridor duty is low. It should be noted that where individualizing is possible, as in the speech and drama clubs, the percentage of teachers paid for the assignment is the same as in the other studies. Table 11 compares the out-of-class responsibilities in more detail.

The responsibilities of the English teacher are eased somewhat by the support services available. These include materials (library accessibility), hardware (audio-visual equipment), and people (lay readers and paraprofessionals).

Limited by space, the survey asked only about the size and availability of the library. Of the responding schools, almost all of them have a separate room as a library, rather than a collection of shelves in an English room. Approximately one-third of the schools use the library as a classroom, while the remaining two-thirds maintain it for library use only. The libraries are open an average of 32.8 hours a week, indicating probable access before and after scheduled classes. The average number of volumes is 4,612.

Hardware teaching aids--such as phonographs, recordings, filmstrip projectors, tape recorders, opaque projectors, and duplicators--are available in over 90

percent that do, they affect only between 11 and 25 percent of the students.

One would expect that, with the work load and press of time, the turnover rate for the faculty of the rural school would be high. However, when asked how many of the English teachers were new to the school at the beginning of the current year, the rural schools reported only 16.7 percent new English faculty as compared to the Applebee random sample figure of 29.6 percent. Of the 16.7 percent only 6.9 percent were in their first year of teaching as compared to 9.9 percent in Applebee's survey.

Salaries could be a factor in maintaining the consistency of the English faculties. Table 1 shows that the rural school minimum salary for a full-time English teacher is greater than the counterpart salary from the Squire and Applebee survey and the Applebee survey. The maximum salary figure is also competitive with the general maximum. So money could possibly be ruled out as a significant factor in the turnover of teachers in the rural schools.

THE ORGANIZATION OF THE CURRICULUM

While no attempt was made to examine methods of activities within the secondary classroom, the present survey did look at a number of factors related to the curriculum as a whole. These factors include the means of coordinating the curriculum, sources involved in the development of written curriculum materials, semester hours of English required for graduation, the use of elective courses, ungraded classes, and special classes for the remedial student or the gifted student.

Coordination of the curriculum in the rural school is by one or another of three methods: no written guide, but much faculty interaction and awareness; all planning done by the individual teacher; and the textbooks. Table 14 gives the details of the means used to coordinate the curriculum and comparisons with the Applebee study. Since it is not known how much of the planning done by the

individual teacher in the Applebee study was based on the available textbooks, no parallel comparison can be made.

As would be expected, the English teacher plays the greatest role in the development of written curriculum materials; in 47 percent of the schools the students play a role of some kind in the development of curriculum. The influences of the city or district and the state department of education closely match the figure from the random portion of Applebee's study (Table 15).

In the present study, the average number years of English required for graduation was 3.07. Comparison with the average 3.4 in the random sample of the Applebee survey suggests that the rural schools are following the (apparent) downward trend in the number of semesters of English required for graduation.

Curriculum for the exceptional student (gifted or remedial) is an immediate concern in the rural school. Low school enrollment and few teachers make a diffficult situation for creating a class for the few gifted or for those who need remediation. As Table 17 indicates, 57.4 percent of the rural schools lack special classes for gifted students, while 25 percent lack them for remedial students. The elective program, which is available in some degree in 89.6 percent of the schools, may serve some of the needs of this population. This assumption is strengthened by the percentage of rural teachers who make their own decisions about the curriculum and who may, therefore, adapt elective programs to the needs of exceptional students. Except for approximately 10 percent, all of the rural schools offer elective programs to some portion of the student population. This is a significantly higher figure than Applebee found in the random portion of the 1977 survey (Table 16).

Heterogeneous grouping would be the natural thing under the circumstances of the low enrollment school, and the data confirm this assumption. More than 85 percent of the responding schools group in this manner. With the low

enrollment more ungraded classes would be expected, but only 8.9 percent of the schools report this practice.

Other special teaching methods being used in the rural schools are programmed instruction (23 percent) and small group work (72 percent). Both of these methods also lend themselves to individual instruction. With low numbers of English faculty, the data confirmed the expectation that little team teaching would be found. Only 2.3 percent of the schools use this method. Table 18 compares these figures to the Applebee study.

SUMMARY AND CONCLUSIONS

Overview

Questionnaires were sent to principals in 100 Illinois rural high schools during January/February 1980. Of these, usable responses were obtained from 51 schools, or 51 percent. The survey was modeled after the Arthur N. Applebee (1977) survey of teaching conditions, which provided a basis for comparison with nonrural schools. The random sampling from the Applebee survey and schools with the outstanding English departments from the Squire and Applebee (1968) survey were used to give perspective to the responses of the rural schools.

The Community

Because of the close connection of the rural school to the community, the community's expectation is a strong factor in the character of the school. The conservative nature of the strongly agricultural communities is reflected in the strong desire for order and discipline in the school. The importance of athletics and student achievement are of parallel but lesser importance to the community, and the concept of students acquiring new ideas is held in low esteem by the community. The student activities reported reflect the stress on athletics in the community, while studying or reading fall low in the list of student activities. Teacher support of the community activities is fostered by teachers living close to the school and attending school events.

The English Department

The English departments average two full-time teachers who teach five or six classes a day. A quarter of the departments are supported by part-time English teachers. All but 1 percent of the full-time teachers have either an undergraduate major or a minor in English. The rural English teacher is not as well prepared as teachers in the other surveys in respect to obtaining higher degrees. The other studies indicate 25 to 30 percent more teachers with advanced work. Continuing education through taking courses in English or education or attending professional meetings is also much less typical of the rural teacher. Geographic isolation would be one of the difficulties faced by the rural teacher in pursuing a higher degree while teaching.

The rural schools show a high percentage in equipment and library materials, but rural teachers have much less than their urban counterparts in support from paraprofessionals and lay readers. In spite of the number of classes and the number of preparations, the English staff is fairly stable with only 16 percent being new to the schools.

The Curriculum

The teachers are the primary determiners of the curriculum, with the available textbook also playing a strong role. No formal written curriculum is involved in over 50 percent of the schools.

A Last Word

The responses to the questionnaire give a general picture of the rural school in Illinois in 1980. The speed with which questionnaires were returned indicated the desire of the rural segment to be heard. Perhaps the most important thing that the survey uncovered is a number of areas that we yet know little about, but which, for the rural schools, may be very important. Future research should be directed toward continuing education for English teachers, the place of a paraprofessional in rural English classes, and out-of-class responsibilities of

English teachers. Programs to support the rural English teacher in these areas should be founded on accurate data.

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TABLE 1

SAMPLE CHARACTERISTICS

ITEM	SQUIRE AND APPLEBEE	RANDOM (APPLEBEE 1977)	RURAL
Mean percent of white students	75.4 (62)*	86.6 (87)	97.4 (51)
Mean percent going on to two or four year college	59.3 (53)	42.6 (84)	34.1 (49)
Pecent in: Small town or rural	6.3 (63)	69.3 (88)	100 (51)
Mean percent going on to vocational/ technical school	not asked	not asked	8.7 (43)
Maxiumum salary full-time English teachers	17,530 (61)	15,395 (69)	16,325 (46)
Minimum salary full-time English teachers	9,422 (62)	8,757 (72)	10,590 (44)
Number of students	1.933 (63)	959 (88)	249 (49)
Number in last year's graduating class	464 (60)	187 (87)	52 (50)

*Figure in parentheses indicates number of schools responding.

TABLE 2

COMMUNITY PRIORITIES FOR THE SCHOOL

PRIORITY	PERCENT						Number of schools
	1*	2	3	4	5	6	
Order and discipline	38	40	12	10	0.0	0.0	50
Student achievement	28.6	22.4	28.6	18.3	2.0	0.0	49
Athletic teams	28	26	24	10	10	2.0	50
Broaden student awareness through new ideas	0.0	2.0	10.4	14.6	31.3	41.7	48
Out of class activities (plays, yearbook, prom)	0.0	4.1	12.2	18.4	36.7	28.6	49
Maintaining values of the community	4.0	8.2	16.3	26.5	18.4	26.5	49

*1 for top priority, 2 for next priority, etc.

TABLE 3

TYPICAL STUDENT ACTIVITIES AFTER-SCHOOL AND IN THE EVENING RANKED BY PRINCIPALS

RANK ORDER	ACTIVITY	1	2	3	4	5	6	7	8	Weighted Totals
1	School athletics									
	AS	26	8	2	4	4	0	0	0	3.12
	EVE	17	6	8	2	2	2	0	0	2.5
	T	43	14	10	6	6	2	0	0	5.62
2	Watching television									
	AS	7	6	11	8	6	2	1	0	2.36
	EVE	18	10	3	3	4	1	0	0	2.66
	T	25	16	14	11	10	3	1	0	5.02
3	Work at home after school									
	AS	9	11	12	6	2	1	0	1	2.63
	EVE	3	7	5	12	3	2	3	1	1.88
	T	12	18	17	18	5	3	3	2	4.51
4	Employment away from home									
	AS	1	12	11	7	5	3	2	1	2.27
	EVE	1	9	8	6	7	3	3	1	1.93
	T	2	21	19	13	12	6	5	2	4.20
5	Studying or reading									
	AS	0	6	3	7	8	9	4	1	1.63
	EVE	3	5	7	6	6	4	2	0	1.71
	T	3	11	10	13	14	13	6	1	3.34
6	School clubs									
	AS	2	7	3	2	5	7	2	2	1.40
	EVE	1	4	5	1	2	9	4	2	1.16
	T	3	11	8	3	7	16	6	4	2.56
7	Chuch activity									
	AS	0	1	0	5	2	8	9	10	.92
	EVE	0	1	2	4	2	6	10	5	.90
	T	0	2	2	9	4	14	19	15	1.82
8	Clubs outside of school									
	AS	0	1	2	1	2	2	10	9	.67
	EVE	0	2	1	1	4	3	4	11	.69
	T	0	3	3	2	6	5	14	20	1.36

AS-after school
EVE-evening
T-total

TABLE 4

PERCENT OF SCHOOLS THAT FEEL ENGLISH MATERIALS REFLECT RURAL VALUES, ASPIRATIONS, AND INTEREST

CATEGORY	PERCENT
Never	0.0
Rarely	30.6
Occasionally	40.8
Often	28.6
Number of schools	49

TABLE 5

EXPECTATION CONCERNING TEACHER INVOLVEMENT IN THE COMMUNITY

ACTIVITY	Frequency of Activity Expected				Number of Schools
	Never	Rarely	Occasionally	Often	
Live in the immediate community	40.	12.	30.	18	50
Attend PTA meetings	64.6	16.7	10.4	8.3	48
Bank and shop locally	54.	10.	18.	18.	50
Attend sports and other school events as a spectator	26	14.	46	14	50
Visit home of students	55.1	36.7	8	0.0	49

TABLE 6

DISTANCE AT WHICH ENGLISH TEACHERS LIVE FROM SCHOOL

DISTANCE	PERCENT OF TEACHERS
0-5 miles	46.2
5-10 miles	16.8
10-15 miles	14.3
15-20 miles	10.9
Over 20 miles	11.8
Number of teachers	119

TABLE 7

PERCENT OF TEACHERS HAVING UNDERGRADUATE ENGLISH MAJORS AND MINORS

SAMPLE	Number of Teachers	ENGLISH DEGREE		
		Major	Minor	Neither
Squire and Applebee 1963-65	1331	71.8	18.4	9.8
Random Applebee 1977	569	84.4	14.1	1.6
Rural	99	80.8	18.2	1

TABLE 8

HIGHEST DEGREE OBTAINED BY TEACHERS

DEGREE	PERCENT OF TEACHERS		
	Squire and Applebee	Random (Applebee 1977)	Rural
Doctorate	0.8	.5	0
Masters plus hours	35.8	28.8	13.6
Masters	30.5	21.4	16.5
Bachelors	32.8	49.3	69.9
Number of teachers	947	608	103
Number of schools	61	82	50

TABLE 9

PERCENT OF TEACHERS PARTICIPANTING IN A CONTINUING EDUCATION ACTIVITY WITHIN THE PREVIOUS YEAR

SAMPLE	NUMBER OF		COURSE		MEETINGS OF ENGLISH TEACHERS		
	Teachers	Schools	English	Education	Local or Regional	State	National
Squire and Applebee 1963-65	1331	116	32.4	27.3	61.4	39.5	10.7
Random Applebee 1977	606	85	29.4	25.9	31.8	11.4	1.3
Rural	102	51	18.6	11.8	29.4	13.7	0

TABLE 10

OUT-OF-CLASS RESPONSIBILITIES OF ENGLISH TEACHERS

RESPONSIBILITIES	PERCENT OF SCHOOLS			
	SQUIRE AND APPLEBEE	RANDOM (APPLEBEE 1977)	RURAL	
			PERCENT	NUMBER OF SCHOOLS
Yearbook	Paid - 63.5 Unpaid - 15.9	Paid - 55.7 Unpaid - 17.0	Paid -32.6 Unpaid- 2.1	46
Newspaper	Paid - 63.5 Unpaid - 23.8	Paid - 51.1 Unpaid - 30.7	Paid - 2.4 Unpaid- 9.8	41
Speech or drama clubs	Paid - 58.7 Unpaid - 30.2	Paid - 43.2 Unpaid - 37.5	Paid -44.4 Unpaid-11.1	45
Student Council	Paid - 15.9 Unpaid - 30.2	Paid - 22.7 Unpaid - 15.9	Paid -28.6 Unpaid- 2.4	42
Corridor duty	Paid - 4.8 Unpaid - 55.6	Paid - 2.3 Unpaid - 64.8	Paid - 0.0 Unpaid-38.4	44
Lunch duty	Paid - 7.9 Unpaid - 44.4	Paid - 8.0 Unpaid - 51.1	Paid - 7.1 Unpaid-28.6	42
Chaperoning	Paid - 14.3 Unpaid - 50.8	Paid - 21.6 Unpaid - 51.1	Paid -30.2 Unpaid-23.2	43
Number of Schools	63	88		

TABLE 11

SIZE AND USE OF SCHOOL LIBRARY

ITEM	PERCENT		NUMBER OF SCHOOLS
	YES	NO	
Is the library a separate room?	98	2	49
Is the library used as a study hall?	32.7	67.3	49

ITEM	AVERAGE	NUMBER OF SCHOOLS
Hours per week the library is open.	32.84 hours per week	45
How many volumes are in the library?	4,612	36

TABLE 12

PERCENT OF STUDENTS AFFECTED BY LAY READERS
OR OTHER PARAPROFESSIONALS

PERCENT OF STUDENTS AFFECTED	PERCENT OF SCHOOLS		
	SQUIRE AND APPLEBEE	RANDOM (APPLEBEE 1977)	RURAL
0	80.2*	84.2	91
1-25	10.8	14.7	9
26-50	2.5	0	0
51-75	0.0	0	0
76-99	1.7	1.2	0
100	5.0	0	0
Number of Schools	61	85	45

*Average of figures for grade 10 and grade 12

TABLE 13

TEACHER TURNOVER

STATUS OF FACULTY	PERCENT OF FULL-TIME TEACHERS	
	RANDOM* (APPLEBEE 1977)	RURAL
New to school	29.6	16.7
New to teaching	9.9	6.9
Number of teachers	71	102

*School enrollment under 500.

TABLE 14

MEANS OF COORDINATING THE CURRICULUM

METHOD	SAMPLE	PERCENT OF SCHOOLS
No written guide, but much faculty interaction and awareness.	Random*	20.
	Rural	25
All planning done by individual teacher	Random	37.1
	Rural	10.7
The textbooks	Random	Not asked
	Rural	21.4
Curriculum resource bulletin with goals, grade objectives, reading lists, teaching approaches and other resources	Random	8.6
	Rural	14.3
Curriculum bulletins with general statement of goals, objectives and philosophy	Random	14.3
	Rural	7.1
Department and student develop course outlines	Random	0.0
	Rural	5.3
Curriculum bulletin, plus grade-by-grade objectives or content	Random	5.7
	Rural	8.9
Other	Random	14.3
	Rural	5.4

TABLE 15

SOURCES INVOLVED IN THE DEVELOPMENT OF WRITTEN CURRICULUM MATERIALS

SOURCES	SAMPLE	PERCENT OF SCHOOLS
Department head	Random*	52.
	Rural	21.5
English teachers	Random	76.
	Rural	70.6
Students	Random	40.
	Rural	47.
City or District	Random	32.
	Rural	31.4
State department	Random	40.
	Rural	37.2
Number of schools	Random	25
	Rural	51

*For schools under 500 enrollment.

TABLE 16

PERCENT OF STUDENTS IN ELECTIVE PROGRAMS

PERCENT OF STUDENTS IN PROGRAM	PERCENT OF SCHOOLS	
	RANDOM * (APPLEBEE 1977)	RURAL
0	35.3	10.4
1-25	20.	37.5
26-50	2.35	14.5
51-75	2.4	12.5
76-99	12.35	12.5
100	27.65	12.5
Number of schools	85	48

*Average of grades 10 and 12.

TABLE 17

PERCENT OF SCHOOLS OF WITH CLASSES FOR GIFTED REMEDIAL STUDENTS, HETEROGENEOUS GROUPING AND UNGRADED CLASSES

TECHNIQUE	RANDOM* (APPLEBEE 1977)	RURAL
Classes for gifted	12.5 (36)	42.5 (47)
Classes for remedial	51.4 (36)	75.5 (49)
Heterogeneous grouping	78.2** (85)	85.7 (49)
Ungraded classes	25.9** (85)	8.9 (45)

*Average of grades 10 and 12 for schools with enrollment under 500.
**Average of grades 10-12.

TABLE 18

PERCENT OF SCHOOLS USING SPECIAL TEACHING METHODS

METHODS USED	RANDOM* (APPLEBEE 1977)	RURAL
Small group work	74.7 (83)**	72 (43)
Team teaching	18.8 (85)	2.3 (43)
Programmed instruction	25.9 (85)	23 (43)

*Average of grades 10 and 12.
**Figures in parentheses represent number of schools.

NCTE

National Council of Teachers of English
1111 Kenyon Road, Urbana, Illinois 61801
Telephone (217) 328-3870

RURAL SCHOOL SURVEY ON ENGLISH TEACHING

Your Name: _____ Position: _____

School Address: _____

PART ONE: School Description

Enter in the spaces at the right the numbers corresponding to the items which best describe your school.

1 public 2 independent 3 parochial _____
1 senior h.s. 2 junior h.s. 3 junior/senior h.s.
4 K-12 5 other (specify) _____ _____

Approximate population of the nearest village, town or city which the school serves. _____

Estimate the size of the area serviced by your school. _____ sq. miles

Approximately what percent of the families of students are engaged in agriculture or agriculture related occupations? _____ %

Is this the same as 5 years ago _____ same
or a shift up _____ shift up
or a shift down? _____ shift down

Approximate ethnic representation in student body.

white _____ %
black _____ %
Spanish-surnamed _____ %
Native American _____ %
other _____ %

Total number of students in school this year. _____ number

Number in last year's graduating class. _____ students

Proportion of last year's graduates going to 2-year or 4-year colleges. _____ %

Proportion going to vocational/technical school. _____ %

Semesters of senior high school English 9-12 required for graduation (out of 8 possible). _____

Salaries paid by your school to fully-qualified English teachers (both B.A. and higher degrees), excluding allowances for special responsibilities.

maximum $_____
minimum $_____

PART TWO: The English Department

Number of full-time teachers in English department (i.e., teach only English classes). _____

years of experience ___ ___ ___ ___ ___

Typical number of classes per day assigned each full-time English teacher? _____

Number of full-time English teachers having more than 2 different preparations (more than 2 grade levels or 2 courses) per day. _____

Number of part-time teachers in the English department? (i.e., teach three or less English classes) _____ total

Number of English classes	Other classes taught	Years of experience
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Number of full-time English teachers holding the following as highest degree:

Doctorate _____
Master plus 30 hours _____
Masters plus less than 30 hours _____
Masters _____
Bachelors _____
non-degree _____

Number of full-time English teachers with:

undergraduate major in English _____
undergraduate minor in English _____
neither of the above _____

Number of full-time English teachers who within the last year:

completed a college English course _____
completed a college Education course _____
attended a local or regional meeting of English teachers (not school or district sponsored) _____
attended state meeting of English teachers _____
attended national meeting of English teachers _____

How many full-time English teachers were new to your school during this academic year? _____

Of these, how many are in their first year of teaching? _____

Estimate the distance at which each English teacher lives from school.

0-5 miles _____
5-10 miles _____
10-15 miles _____
15-20 miles _____
over 20 miles _____

Indicate in the spaces to the right whether, in addition to their regular classes, English teachers are never (0), rarely (1), occasionally (2), or often (3):

(0) never
(1) rarely
(2) occasionally
(3) often

assigned a study hall _____
scheduled for a preparation period _____
assigned other duties during regular school day (please specify) _____ _____
_____

Indicate at the right whether the following out of class responsibilities are not assigned to English teachers (0), assigned with extra pay (1), or assigned without extra pay (2).

(0) not assigned
(1) paid
(2) unpaid

yearbook _____
newspaper _____
speech or drama clubs _____
student council _____
corridor duty _____
lunch duty _____
chaperoning _____
other (please specify) _____ _____

Approximately what proportion of your students are affected by each of the following techniques sometimes used in the teaching of English? (Please use the scale indicated to answer at the right.)

0 none
1 1%-25%
2 26%-50%
3 51%-75%
4 76%-99%
5 all

elective programs	_____
classes for gifted pupils	_____
classes for remedial pupils	_____
heterogeneous grouping	_____
ungraded classes	_____
lay readers or other paraprofessionals	_____
team teaching	_____
programmed learning	_____
small group work	_____

What, if anything, is the *most* used means to coordinate the English curriculum? Select *one* and enter number at right: _____

1 The textbooks
2 Curriculum bulletin containing general statement of goals, objectives, and philosophy.
3 Curriculum bulletin, plus grade-by-grade list of objectives or content.
4 Curriculum resource bulletin including goals, grade objectives, reading lists, teaching approaches, and other resources.
5 No written guide but much faculty interaction and awareness.
6 Department and students develop course outlines.
7 Other (please specify) _____
8 None of the above, all planning is done by the individual teacher.

If written curriculum bulletins, course outlines, or other materials (excluding textbooks) are available, indicate whether each of the following plays no role (0), a minor role (1), or a major role (2) in their development.

(0) no role
(1) minor role
(2) major role

department head	_____
teachers in the department	_____
students	_____
city or district	_____
state	_____
other (please specify) _____	_____

Does the school maintain for teachers a collection of professional books and journals? ____ Yes ____ No

Generally speaking, do the materials used in English never (0), rarely (1), occasionally (2), or often (3) reflect the rural values, aspirations, and interests of the students and the aspirations of the community? _____

If there has been an increase in class size in recent years, please describe briefly the factors that have led to it.

If you have library shelves open to the entire school population, please answer the following:

Approximately how many volumes are in the library?	_____
Is the library a separate room (not a portion of a classroom)?	____ Yes ____ No
If the library is a separate room, is it used as a study hall?	____ Yes ____ No
How many hours per week is the library open?	_____

Have any of your school's students been recommended by an English teacher for NCTE Achievement Awards? ____ Yes ____ No _____ Don't know